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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

A Collegiate Earthquake

THERE is no question but that the traditional college and university practices are to be modified in many ways.

This produces various lines of public attack. Those who are professional "bears" on the "curb" in the literary stock market have a perfect right to say and write anything that will lower public appreciation of the traditional practices of colleges and universities.

This affords an opportunity for a new crop of sensationalists to get head-line and front-page attention which the "curb" market men cannot get. Men whose attitude on traditionalism is universally known can get a hearing only in the anti-traditionalism marketplace. Anyone who belongs with traditionalists can parade as a glorious front-page headliner for a short time by hectic bombing of traditionalism. He is harmless after a few exposures of his passion for cheap fame.

Traditionalism can be made to have a crash in its stock market only when the public confidence is shaken by criticism that is disinterested and honest.

The only real collegiate earthquake is in the following statement by Dean Edward W. Berry of Johns Hopkins University in the American Magazine for February, 1930:—

"What the ordinary curriculum today represents is simply the accumulated debris of the past three or four hundred years of hit-or-miss instruction. Some of it is plainly superfluous and some of it should be dismissed immediately as the merest flubdub and flapdoodle—inherited rubbish. . . . At least a third of America's graduate students are 'drifters'—mere specialists, of whom it has been said: 'They know more and more about less and less every day.' In some of our most popular universities undergraduates are simply products of stuffing machines, and the degree of A. B. becomes a mere label—a standard bonded label on a bootleg bottle."

Tidal Wave Criticism

THE chief interest in the ferocious criticism of public and private high schools by Dr. Thomas H. Briggs of Teachers College, Columbia University, is in the estimate placed upon his criticism by leaders in scholarship.

Was he justified in thus using the Inglis lecture, which is supposed to be sacred to the memory of one of Harvard's most notable educators?

A few sentences sample the spirit which will be published and widely circulated in gilt-edge style as the Inglis lecture of 1930.

"The secondary school system should be radically reorganized if it is to attain practical results. . . . The authorities in charge of the twenty-thousand public high schools have made no serious efforts to formulate for secondary schools a curriculum which promises maximum good to the supporting states.

"The social prestige resulting from passing college courses that contain no vital interest and later manifest no material influence on action or character is *mischievous and deceiving*. It wastes precious time and deceives youth into a false sense of possession.

"The administrators of secondary schools could be indicted on three counts of misapplication of public money: (1) No serious effort is made to benefit either the individual or the state. (2) There is no respectable achievement in the subjects offered. (3) No effort has been made sufficient to establish appreciation of values of subjects studied.

"Not only may independent schools to a large extent teach what they please and neglect to teach what the expert representatives of society have found, or should find, to be essential in our society, but they tend to weaken or to destroy the interest of their patrons in public education.

"Whatever criticism is leveled at the public schools, they are by and large more abundantly justified than the schools under private control. The few private schools that are conspicuously successful for both individual and public good shield a multitude that are successful for only the first or for neither. When society conceives education with the importance that its possibilities justify and when it has prepared a program consistent with its needs, the private school will no longer be tolerated."

Characteristic Program

ONE of the notable program departures at Atlantic City will be that of True W. White, president of the National Association of Teachers Agencies. There will be nothing merely perfunctory. Everything will be of general education service instead of commercial advantage.

Here are sample topics: "Co-operation with Higher Institutions," "Technic of a Teacher's Agency," with an exhibit of office devices; "Development of Teacher Placement Bureaus," "Alma Mater Bureaus," "School Service Bureaus," "The National Education Association and the Agencies," "Official Public Bureaus," "What May an Employer Expect of an Agency?" "What May an Agency Expect of an Employer?" "What May a Candidate Expect of an Agency?" "What May an Agency Expect of a Candidate?"

Every topic will be treated by a specialist who will make a contribution of permanent professional value.

There has never been a more serviceable program prepared for the benefit of a greater variety of interests through a frank and fearless treatment of his professional problems than in the sessions of the National Association of Teachers Agencies at Hotel Dennis Monday afternoon and Tuesday morning.

Dr. Briggs's Parachute

DR. THOMAS H. BRIGGS established a reputation as a constructive thinker in secondary education which won for him the high distinction of a professional flight in the Inglis Memorial Lecture of the Graduate School of Education at Harvard, but there is some fear that his parachute collapsed in seeking a new professional landing place.

Dr. Cooper's Matchless Service

DR. WILLIAM JOHN COOPER'S platform education service in 1929 was so remarkable that we asked his secretary to give us an official record. We are probably better able to appreciate the significance of such a record than most persons, and we realize that it is really a remarkable achievement.

In 365 days the Commissioner of the Office of Education kept the "Bureau" in action in more ways with more people than ever before, and he made 121 addresses in twenty-seven states.

Ohio had the lead with sixteen addresses; New Jersey, eight; Georgia and Minnesota, seven each; New York, six; Illinois, Michigan, Pennsylvania, and Wisconsin, five each; Massachusetts, Missouri, and Tennessee, three each; Connecticut, Iowa, Kentucky, Maine, New Hampshire, and Vermont, two each; and Arkansas, Maryland, North Carolina, South Carolina, Rhode Island, Virginia, Washington State, and West Virginia rounded out the list.

In the District of Columbia he was in platform service twenty-eight times. He is an "institution" in Washington, D.C.

Humanizing Education

ONE of the joys of knowing intimately thousands of eminently successful teachers in exceptional opportunities is to know teachers with such masterful genius in some one direction that they are a permanent possession as a rare personality.

One such is Professor H. C. Fish of State

Teachers College, Ellensburg, Washington, whom we first met at a convention in North Dakota. We were infatuated with the way he had that audience thrilled with a lesson in history.

We have heard him many times since, and he always humanizes history. He once said: "The greatest thing in life is to vitalize and harmonize a subject so that students will in turn inspire the teacher."

The Hospital Need

THERE are ten universities with endowment of more than $20,000,000. There are only ten hospitals with an endowment of $2,000,000. The very poor can have free treatment at hospitals and the very rich can easily pay their way. In between are the hard-beset middle class whose education is half paid for by endowment—if not wholly paid for by taxation—but whose hospital bills make health a luxury difficult to obtain.

The average cost of hospital service is now about $7 per day. Private nursing twenty-four hours a day now costs up to $20.

Education in Washington

THE public schools of Washington have great opportunity and responsibility. No other school system in the New World approaches the opportunity and responsibility that Washington can have.

John B. Colpays, representing the Central Labor Union, called attention to this heroically and nobly, as related to vocational education.

Mr. Colpays put the situation in two words. There must be "productive education" in Washington public schools.

George Washington University, the Federal Office of Education, the National Education Association, and all other educative forces have the "productive education" spirit, and Congress will go the limit if they realize that there is a public school spirit in Washington which will be "productive" of the best results in the country. Nothing less will satisfy the spirit of America.

Thomas R. Cole of Seattle

SUPERINTENDENT THOMAS R. COLE will sever his connections with the Seattle schools on August 1, and accept a newly created position with the University of Washington. Mr. Cole's work at the University will consist largely of extending the services of the Educational Department of the University of Washington to the schools of the state. The position was created by President Spencer and Dean Uhl to meet the growing demand for a better understanding by the School of Education of the problems which are confronting the superintendents and the boards of education. Mr. Cole will divide his time between the study of the problems in the field and teaching classes in school administration at the University.

Mr. Cole's choice of professional state service to city administration is due largely to the fact that he has had delightful experience in summer school work for several years, devoting his time each summer between the Universities of Chicago and Oregon. He was urged to remain in his Seattle position at an increased salary. He leaves one of the best superintendencies in the country. Dr. Frank B. Cooper nationalized the professional reputation of Seattle, and Mr. Cole has kept the pace of progress in achievement through the character and harmony of his office staff.

Promoting Penmanship

THE National Association of Penmanship Teachers and Supervisors, John Kirk, Ramsey Building, Philadelphia, president, will hold its annual meeting in Detroit April 9, 10, 11. The general topic will be "Fitting Penmanship to the New Curriculum." An important feature of the meeting will be an exhibit under the direction of Mrs. Garnette Watters of Hamtramck, Michigan.

David Felmley

THE passing of David Felmley leaves a void that will never be filled. Although it was widely known that he had been seriously ill for a long time, none of us were at all prepared for his departure.

He was more than a personality. He was a professional institution. He always solved crucial problems with a story. He took his stories seriously. They were amusing, but he never told a story for amusement. It was his interesting way of ending public interest in an important matter.

He was on the faculty of the State Normal University of Illinois for forty years, and president for thirty years.

Retirement of S. E. Shull

SAMUEL E. SHULL, who retired from the superintendency of Perth Amboy, N.J., on January 26, after thirty-five years of education service in that city, has a record as important in spirit, efficiency and devotion as in duration. He has seen Perth Amboy, which was a city of 9,000 when he came, develop into a city of 55,000, and Superintendent Shull has been a vitalizing factor in the promotion of civic activity, as in the preparation of boys and girls, to make a worthwhile industrial city by the sea.

Mr. Shull had been successively and successfully a high school teacher, a high school principal and superintendent of Easton, Pennsylvania, before going to Perth Amboy in 1895. He has been a subscriber to the Journal of Education for more than fifty years.

Belding's Page

HOW MUCH OR HOW WELL?

IN SCHOOL and college alike undue emphasis is put upon quantity rather than quality. As time goes on the amount of available knowledge in the world increases. The tendency has been to retain all or nearly all of the old material, formerly taught in the classrooms, and to add the new material in liberal doses.

What determines the amount of knowledge which a person should have before entering upon a career? Tradition seems to be the guide, or tradition combined with more recent custom.

Educational leaders should sense the truth that the very impossibility of including all the factual knowledge that is discovered, necessitates intelligent selection and elimination.

Immature minds are burdened with heavy tasks, these days, because certain authorities demand that specified ground be covered.

Inhumane and despotic teachers increase study assignments beyond the demands of those higher up.

Learning, for many young people in many institutions, becomes an unremitting grind. Some students, by deliberately neglecting the work they are given to do, succeed in getting by with "gentlemen's marks." But those who really strive for the best their institutions have to offer them are apt to be slaves of toil and worry. And why? It is because of the emphasis on quantity.

WISDOM ABOVE RUBIES

WISDOM and understanding are worth more than facts.

Facts can be obtained at any time from encyclopedias and other sources.

Principles can be grasped and applied only by those who have learned to deal with principles.

One cannot learn to deal with principles when one is being crammed with facts faster than these can be assimilated.

If the subject matter of the present curricula were to be cut in half, by intelligent pruning, and if students were given opportunity to do fewer things well instead of more things superficially and poorly, the country would be better off!

BRIEF HISTORY

EVER since it became known that ex-President Coolidge has been asked to write a history of the United States in five hundred words—for inscription on the Mount Rushmore memorial in South Dakota—youngsters have been wishing that the histories they study in school were written on such a scale.

Perhaps they can persuade Mr. Coolidge to write the story of America, not in half a thousand words, but in a few thousand. He would do an excellent job in making the really important events stand out in proper proportions.

The idea some teachers have of imparting history is to pack every possible detail into the pupils' heads, omitting nothing. The result is a jumble of half-remembered facts, with no proper sense of values.

CURE OF WAR HABIT

IN the light of mankind's extreme youthfulness as a civilized being, small wonder need be felt that he still leans toward battle as a mode of settling quarrels. Battle axes and war clubs are found alongside the remains of our earliest ancestors in the caverns where these lie buried.

The laying aside of war implements is not to be done in a hurry or before the race is ready, lest the pacification be only temporary and the return to military force be swift and overwhelming.

The present attempt at reduction of naval armaments, through conferences in London, depends for its success upon the resolute purpose of the participating nations to make what progress can be made by common consent.

As Ramsay McDonald has said, some risks must be taken in the name of peace—now that war risks have proved so costly and so absurdly useless.

A CIVILIZING PROCESS

IF EDUCATION seems a slow process, why be discouraged? The human race is still in its infancy. Sir James Jeans, eminent British scientist, predicts that mankind has a million million years ahead of him on this earth. However that may be, it represents a long time in comparison with the few thousand years that man has been able to call himself civilized.

To illustrate the extreme youthfulness of the human race and its civilization, Sir James suggests that you take a penny and stick a postage stamp to it. Then climb Cleopatra's Needle, and place the penny on top of the monolith, with postage stamp uppermost.

The height of the whole structure represents the time since the earth was born. The thickness of the penny and stamp combined indicate the time since man appeared. And the postage stamp alone represents by its thickness the period from the dawn of civilization until now.

This viewing of history in true perspective is good as an occasional medicine only. The task of the educator is to hasten the civilizing process, as it affects individuals and society as a whole. To accomplish this purpose he must be in advance of the procession himself, but not so far in advance that those in the ranks cannot follow him.

Anson W. Belding

Associate Editor.

Symposium on Professional Study

Should Teachers Receive a Bonus for It?

By FRANK W. BALLOU
Superintendent, Washington, D. C.

I BELIEVE that all teachers should be satisfactorily trained for the teaching service when they are appointed and that improvement of teachers in service after appointment is equally important.

When a new salary schedule for Washington, D.C., was under consideration much attention was given to the so-called single salary schedule. Such a schedule was not incorporated in the law authorizing a new salary schedule for Washington. Instead, a salary schedule was established which, in general, provides a higher salary schedule for superior teachers. A superior teacher may be advanced to the salary schedule for such teachers, and in the course of three or four years receive the maximum of $400 additional salary. Such teachers continue to receive this higher salary as long as their services continue to be superior.

The essential difference between the single salary schedule and the schedule adopted in Washington lies in the fact that under a single salary schedule teachers are paid on the basis of further professional study on their part, whereas in Washington teachers are paid additional salary for superior service rendered.

By A. L. THRELKELD
Superintendent, Denver, Colorado

IT SEEMS to me the basic principle involved here is that teachers should receive increases in pay or bonuses to their regular salaries only in terms of their improved service. Teachers cannot logically be paid anything merely because they have taken certain professional courses in college and have achieved certain degrees. They can be paid for rendering the service which the acquisition of these degrees and the pursuit of these courses are presumed to enable them to render.

This brings up the question as to whether increases paid under any circumstances should be granted simply because additional professional courses have been pursued, or whether such pay should be granted only in terms of improved service objectively determined by measuring the results of the teacher's work.

If we had scientific measures of teacher service I believe we should all agree that teacher pay should be in proportion to what the teacher service as measured has been shown to be. In the case of measuring teacher service we should have to have technique as accurate and well accepted as scales for weighing material objects or the measures used in selling gasoline. Not only would such measures have to have the confidence of the people, but to fill the bill they would have to measure the whole of the teacher service. Any measure set up in this connection which would distort teaching out of its natural shape by overemphasis upon the particular processes that are the most susceptible to measurement would be worse than nothing. And I doubt that anybody will claim that we have reached the time when we can actually measure teaching efficiency in the broad sense.

Therefore, we are still faced, I believe, with the necessity of proceeding upon certain assumptions, assumptions that should be studied continuously, but assumptions that should not be given up before we have something better to put in their place. One of these assumptions is that a group of teachers, especially if the group is large, having A. B. degrees will be better teachers than a group of like size having only two years of college training; that a group having A. B. degrees plus a certain amount of professional training in education will be better teachers than a group of like size having A. B. degrees without such professional training. There will be exceptions, but if the rule will not hold, then there is very little to be said for education itself; that is, if education does not help teachers, why should teachers be employed to give it to other people?

Therefore, I think it is reasonably safe to base a salary schedule upon different degrees of education for the work of teaching. I would incorporate this idea in a salary schedule, so that in the long run it would apply equitably to all teachers entering the system rather than would I simply grant so much extra pay per professional course taken. In other words, I would incorporate the idea in the regular salary schedule, so that different levels of training call for corresponding levels of compensation, rather than in a system of bonuses to be awarded in terms of particular courses pursued in professional training. This idea combined with careful selection through a probationary period, proper recognition of time in the service, and the right to dismiss for inefficiency makes as good a basis as we now have for a teachers' salary schedule.

By H. REID HUNTER
Atlanta, Georgia

IN REGARD to extra pay to teachers for taking professional courses, permit me to state that I am of the opinion that teachers should be encour-

aged to continue their professional improvement. Our Board of Education gives $150 extra for master's degrees. After our teachers have reached the maximum of the salary schedule they are given a $60 a year bonus for each three minors work complete in extension or summer school. This bonus, instead of applying for one year, is made a permanent part of their salary as long as they remain in the Atlanta system. Five such bonuses can be earned, thus making it possible for teachers to increase their salaries $300 a year for summer school work, plus $150 for master's degree, making a possible total for professional work of $450.

This scheme was recommended by the superintendent and is a good indication on how we feel about this matter.

By DAVID E. WEGLEIN
Superintendent, Baltimore, Md.

IN EVERY school system provision should be made for the professional growth of all the members. In a large system it is necessary to provide some general plan so that the regular professional growth of teachers and principals can be stimulated. Educational theory and the practice of teaching are developing and changing so rapidly that it is necessary for teachers and principals to study regularly in order to keep abreast with the best of current practice.

Different plans have been adopted to insure the regular professional growth of the members of school systems. In one system the regulations provide that teachers and principals must attend an approved summer school and take courses satisfactory in content every four years, in order that licenses to teach may be renewed.

The public school system of Baltimore has for some years provided for professional study in order that increases in salaries may be procured beyond a certain point. The plan is embraced in the salary schedule and covers positions of teachers and principals in elementary, junior high, and senior high schools. The plan in operation is as follows:—

The salary schedule provides for a minimum salary for a given position, and regular annual increments thereafter for a period of five or six years to a point called the "maximum on service." Beyond that point on the salary schedule each annual increment in salary depends not only on efficient work, but also on the completion of two approved courses of collegiate grade. One of these two courses must bear directly upon the type of work in which the individual is engaged; the other course must be approved by the assistant superintendent in charge of the division concerned. In this way the courses taken by each individual are required to be of such a nature that benefit to the individual concerned will result. A typical example may be given in the case of teachers in the elementary schools. The salary for the first year after election is $1,300. Each year, thereafter, depending upon efficient work, the salary is increased $100 until it reaches $1,800, the "maximum on service." Beyond this point there are four annual increments of $100 each, leading to $2,200 the "maximum on credits." Each increment in the credit area is dependent upon efficient service and the satisfactory completion of two courses each year, the courses to be of the kind indicated above.

The reason that the courses are not required for the first few years after appointment is that it is believed that during the early experience of the individual growth will come naturally from experience in the classroom. After a period of years the courses are required in order to stimulate the continued growth of the individual. The plan has been in effect for several years, and is working very satisfactorily.

By ALBERT E. F. SCHAFFLE
Rutgers University, New Brunswick, N. J.

UNDER certain conditions there seems to be some excuse for paying teachers to go to school. However, in actual practice this is found to be poor motivation for either efficient study or for any marked improvement in quality of instruction.

Previous participants in this symposium have shown the main reasons why it may be excusable for boards of education to pay for the professional training of teachers. The writer firmly agrees with the reasons stated, particularly with the idea of it being necessary oftentimes to use it as a means of making salaries other than disgraceful. Every means possible should be used to boost teachers' schedules everywhere. Furthermore there may be cases here and there where a progressive type of teacher could afford to take training only when added compensation is provided. Thus, granting exceptions to the rule we might say that in general it is not desirable to put courses on an extra-pay basis.

From actual observations in practice the writer can see no good in such a move. Teachers who enroll in extension classes because of the money there is in it are not likely to be good students. They think of the money first, and the course itself is but a secondary consideration. They attend class with the expectation of being entertained by the instructor. They sit in class sometimes with a facial expression that seems to say: "I am here, try to interest me, darn you." They evidently feel that they have no cause to do much if any work in the course. They are bored and so is the instructor. At the end of each class period both the students and the instructor feel like saying: "Well, thank goodness, that is over for another

week." All are glad to get away from the scene of wasted time. With such a spirit prevailing the enterprise is not worth the money spent by the board. They get no value for money spent. The teacher has not gained anything in the way of professional improvement. The instructor has not been inspired. The only result has been that the teachers get extra money and the instructor draws his salary. This surely is not worth the time and effort expended.

When teachers have their way paid as students they are likely to get into other bad habits besides lack of application to their studies. This is not just laziness. They lack appreciation of the worth of the course because it is something they get for nothing. If they had to work to pay for it they would be more likely to work to get their money's worth. They do not care much about what a course may be other than it carries a certain number of credits. They need so many credits in order to receive a certain amount of extra salary. They at once become what modern college boys call "course grabbers."

At other times they see an opportunity to cheaply acquire a degree. In such cases they are likely to use their board to the limit and in addition pile on a few additional courses on their own behalf. They do not supplement their teaching efficiency but interfere with it. The writer recently heard of a case where a teacher kept her class quiet at "busy work" for long portions of the day, and when a little disorder arose said: "Keep quiet, children. I can't study my college lessons." A board which pays the bill, or most of it, may tempt teachers to overload in this manner. On the other hand no definite number of hours of credit should be arbitrarily set up as a standard for teachers to take. Some teachers could successfully carry six hours a semester and not be as hard pressed for time as some teachers who enroll in only one course for two hours of credit. However, it would seem sensible to not allow even the best teachers to enroll in more than two or three courses per semester.

In conclusion, it might be said that if teachers cannot be made to see the possibilities of professional improvement through extra courses without extra pay, the school system where they are employed lacks real professional leadership! If a rich enough and good enough program is planned by their superintendent, they will welcome it, even though it may mean some sacrifice on the part of some of them to take it.

Service

By ALFRED OSMOND

Brigham Young University, Provo, Utah.

The best you have to give will never be
Too good for those with whom you will be living.
The happiest days that you will ever see
Will be the ones you spend in freely giving.

The pleasant smile, the cheerful, kindly voice,
The willingness and skill to work for others
Will make the cheapest kind of service choice,
And change your foes to faithful friends and brothers.

Your ships, if laden with goods you give,
Will sail upon a calm and peaceful ocean.
You will not live in vain, if you will live
A simple life of service and devotion.

The selfish, sordid man may find his way
Through lanes of love to highest rank and station;
But, long before the final judgment day,
The laws of life demand their compensation.

The faithful servant will become the master,
But selfishness is born to be a slave
Who sows the seeds of sorrow and disaster
Among the goods of life he seeks to save.

The fields of service that are rich and rare
Are on the plains of sorrow and distress,
But deserts may be beautiful and fair
To those who live a life of righteousness.

I sometimes hear a wild and startled cry
From helpless ones who see their visions flying;
I sometimes hush my heart to hear the sigh
Of victims of diseases who are dying.

And then I ask the Lord to save my soul
From that degraded state of sordid living,
And help me climb towards the gleaming goal
That knows the joyfulness of freely giving.

America Has Faith in Education

By GEORGE M. WILEY

Assistant State Commissioner, Albany, N. Y.

SECONDARY education, public or private, has suffered no more scathing attack in recent decades than that launched by Dr. Briggs in the Inglis lecture delivered a few days ago at Harvard University. The Inglis lectures, given annually at Harvard, have thus far been generally regarded as very significant and constructive contributions to the field of secondary education. This latest Inglis lecture, as reported in the press, is thoroughly destructive in its tenor. The students of private schools "have lost or have never acquired a faith in democracy," and they have no "understanding or sympathy for the common man." Expenditures for education have "failed to produce even reasonable dividends" and "in this failure educators have squandered the public investment and weakened society." Such mental gyrations indicate a total lack of appreciation of the contribution to social democracy that is being made by secondary education, both public and private. It is most unfortunate that such wide and sweeping denunciations of secondary schools and secondary school officials were made on the sole basis of mere opinion without the support of scientific data.

That there are weaknesses in secondary education every earnest worker in this field will admit. There are at the same time great constructive forces at work developing the characters of adolescent boys and girls, training them toward an appreciation of social responsibility, giving them some knowledge and skill in the arts and vocational interests of this community, and for a minority fitting them for further study in the higher fields of learning. All of these objectives are not attained satisfactorily. All pupils do not react in the same manner to the school opportunities. In some schools the program itself has not been effectively organized to meet the needs of individual pupils. However, to condemn all secondary school education is to blind oneself to the greatest and most significant factor in American democracy.

There are economists who assert that no small part of the credit for America's phenomenal material growth during the past few decades is due to the program of universal public education in which the secondary school is now open to every adolescent, rich or poor, of American or foreign parentage, and where the work is planned as far as possible to meet both individual and group needs.

At the same time moral and spiritual values cannot be overlooked. We maintain that the school is the one great public institution that is stressing these ideals of character and conduct. If the home of today measured up somewhat more fully to its responsibilities and if the church functioned somewhat more effectively in its relations to individual and social life, the school as a co-operative influence in the training of adolescents could function somewhat more effectively.

The leading indoor sport of some who think only with confusion is to lay all the ills of modern American life at the door of the school, and more particularly the high school. This characteristic of loose thinking is carried so far in the latest Inglis lecture that the responsibility for crime is now placed on the secondary schools of America. This is indeed a far cry from the thought of the great Inglis himself. Would that he might know some of the strange statements that are being broadcast in his name. A great opportunity for constructive criticism and contribution to secondary education was lost and in its place we find mere sensational headline publicity.

America has faith in her great secondary schools, both public and private. We concede their imperfections. These weaknesses, however, will be corrected not by hostile and embittered thrusts, but by the friends of this greatest of American educational institutions. The vast body of laymen serving without remuneration on local boards of education, school executives and administrators, principals and headmasters, and the large army of teachers in our secondary schools are rendering an earnest, devoted and consecrated service to American democracy. The training of these adolescents is not only being well done, but represents the one great united effort of the Commonwealth and the nation to fit youth for service as individuals and as citizens. Moreover character training is interwoven and interarticulated with the whole process. To challenge the integrity of the great army of teachers in the junior and senior high schools of this country, or to question the motives of the great majority of adolescent youth indicates a lack of contact with the idealism of youth and a failure to evaluate the devotion of the teaching staff. The teachers of America know the relation of their work to the permanency of our democratic institutions.

Behavior-Problem Boys and the Curriculum

By ALBERT A. OWENS

Philadelphia, Pa.

THE records upon which this study was based were secured from the W. A. Lee School, Philadelphia (now the Daniel Boone School). This school is the disciplinary centre for the entire city and receives those boys who have pronounced anti-social tendencies. Prior to their transfer to the special class or disciplinary centre, attempts are made in the regular classes to secure adjustments that will enable the boys to conform to the social morés. When all possible efforts have been tried and pronounced failures, each case is reviewed by the superintendent in charge, who must approve the recommendation before transfer is effected.

In addition to this disciplinary centre, there are also isolated classes of behavior-problem boys located in several of the regular elementary schools of the city.

A portion of the group of 383 boys admitted to the Lee School during the year 1926-1927 was given a psychological examination. Due to limited facilities it was not possible to have every boy in the group tested. The examinations were all of the individual type and were conducted by experienced clinical psychologists of the Division of Special Education of the Philadelphia Public Schools. Some few of the boys were examined prior to their admission to the disciplinary school, but the great majority were tested immediately after their entrance. Boys who were within a month or two of sixteen years of age were not tested unless there was some urgent reason for doing so. The pupils in the school almost invariably leave as soon as released by the Compulsory School Law, hence time spent in examining them would be wasted since there would be no opportunity for constructive efforts toward reform. The I. Q.'s of the 227 boys examined ranged from imbecile grade (40-49) to superior grade (110-119). The range for the white boys was 50-119, and for the negro boys 40-109. In only a few cases were retests given, therefore the I. Q.'s are based upon the results of a single test, using the Terman Revision of the Binet Scale. We find among the white boys, 12.4 per cent. of normal intelligence or better; 54.4 per cent. dull normal or borderline, and 33.2 per cent. definitely deficient mentally. Among the negro boys 25.3 per cent. have normal intelligence, 50.8 per cent. dull normal and borderline, and 23.9 per cent. mentally deficient. Although the mode for both groups is the same (70-79), the median for the negro boys (80) is higher than for the white boys (75), as is the percentage of those with average intelligence or better.

The extent to which intelligence enters as a factor in creating behavior problems is a much debated question. There seems to be no unanimity of opinion among writers and investigators.

Burt,[1] in his study of juvenile delinquents, found that 47.7 per cent. had a mental ratio of 90 or better, 44.7 per cent. between 70 and 90, and 7.6 per cent. in the moron group or lower. These figures are considerably higher than those secured from the present study. Irwin[2], in her study of truancy, concluded that 43 per cent. were actually feeble-minded, and 8 per cent. of borderline intelligence, leaving slightly less than half of normal intelligence or better. Contrasting with the figures of Irwin are those of Hiatt[3], who studied one hundred truants in Philadelphia. Based upon the judgments of the teachers he cites the following figures: 6 per cent. mentally deficient, 26 per cent. backward, and 68 per cent. normal. Farrell[4] found that among forty-six children who were behavior problems, 71 per cent. were below average in intelligence, 20 per cent. were normal, and 9 per cent. were above average. Elmer[5], in his conclusions, states that there were nearly five times as many deficients among juvenile delinquents as among the normal school population. Haggerty[6] concluded that

> "The per cent. of undesirable behavior is lowest at 100 I. Q., and rises rapidly with variation in either direction, although most rapidly toward the lower end of the intelligence scale. In the case of the more intelligent children the data show that a high behavior score is due to the greater frequency of the less desirable forms of behavior. A high score in the other direction is usually due to the presence of the more serious acts as well as to their greater frequency."

The conclusions drawn by the different investigators as to the influence of intelligence upon delinquency and conduct disorders vary in accordance with their findings. The great diversity

1. Burt, Cyril. The Young Delinquent. New York: D. Appleton and Co., 1925, p. 282.

2. Irwin, Elizabeth A. Truancy. New York: Public Education Association of the City of New York, 1915, p. 14.

3. Hiatt, James S. The Truant Problem and the Parental School. U. S. Bureau of Education. Bulletin No. 29, 1915. Washington, D. C., p. 12.

4. Farrell, Elizabeth E. Mental Hygiene Problems of Maladjusted Children. Ungraded. Vol. IX, No. 5. (February, 1924) pp. 99-108.

5. Elmer, M. C. The Juvenile Delinquent in St. Paul, Minnesota. St. Paul, Minnesota: The Community Chest, 1926, p. 3.

6. Haggerty, M. E. The Incidence of Undesirable Behavior in Public School Children. Journal of Educational Research. Vol. XII. (Sept., 1925). pp. 102-122.

among the statistics cited, as well as among others not mentioned, serves to cloud the issue and confuse the student searching for facts bearing upon the case. That intelligence has considerable bearing upon the case is not doubted. But that it looms up to the extent that some would have us believe has hardly been proven. The presence of a high or a low I.Q. does not presage success or failure to conform. For every boy with a low I.Q. who has become delinquent, there can readily be found one with the same degree of intelligence who has made the adjustments necessary to acceptable social living. In support of this statement it may be mentioned that at the close of the school year, June 30, 1927, there were in the Philadelphia public schools[7] a total of 570 boys classified as behavior problems. At the same time there were 3,969 boys belonging to the orthogenic backward classes who were not classified as behavior problems. If low intelligence ranked high as a factor in creating conduct problems it would seem to follow that there should be a greater number of backward boys classified as behavior problems than is the case. It would seem, therefore, that while intelligence is a valuable aid in developing and maintaining an understanding and acceptance of the moral and social problem confronting youth, it does not necessarily follow that the absence of intelligence must inevitably result in delinquent tendencies and actions. Rather do we think that when a boy becomes a conduct problem he does so notwithstanding his intelligence. It seems more logical to conclude that the behavior patterns and habit reactions that have been formed early in life and built more firmly year after year are the determining factors. If this be true, the school, as well as the home, needs to undertake a more specialized type of training to prevent the development of these reactions and to eradicate those that have been formed. The educational implications, especially in the development of effective methods of character training, are apparent.

The educational attainments of the disciplinary boy are inferior to those of the boys in the general school population. The data pertaining to the academic progress made by the 279 white and 104 negro boys admitted to the Lee School during 1926-1927 were secured from the registration cards accompanying each boy from school to school during the entire period of his educational training. None of the boys included in the study were under age for grade; 11.5 per cent. of the white boys and 14.4 per cent. of the negro boys were in grades normal for their age, while 88.5 per cent. of the white boys and 85.6 per cent. of the negroes were over age for grade.

Bearing in mind the limited number of cases, it may be pointed out that the negro boys have a greater percentage of normal age for grade than do the white boys.

The inferior intelligence ratings of the disciplinary boys, added to their evident inability to keep up to grade, seem to indicate that there is great need for giving serious consideration to the matter of curriculum adjustments. Another portion of the thesis of which this paper is a part has demonstrated that truancy enters largely as a causative factor in the transfer of these boys to the disciplinary school. Boys who fail to attend school regularly can hardly be expected to keep up with the work of the grade. Consequently, they fail to secure promotion and naturally become retarded. Other factors, such as illness and lack of intelligence, also serve as causes of retardation. Nevertheless, there seems to be a considerable justification for the assumption that a modified curriculum, determined by scientific study of the needs and abilities of these boys, would alleviate the situation by reducing the amount of retardation and at the same time equip the boys for a useful and serviceable piece of work when they leave school. Slawson[8] has pointed out that while the delinquent boy is deficient to a considerable degree in the verbal abstract intelligence that characterizes most of the school work of the elementary grades, he is less deficient in non-verbal concrete intelligence and in mechanical aptitudes. The results of Slawson's investigations indicate possible lines of approach for the determination of the types of activities that should constitute a curriculum for these boys. Snedden,[9] in his study of American juvenile reform schools, is of the opinion that boys sent to these institutions make fairly rapid progress in the literary department "when they come under conditions of good physical nurture, persistent and wholesome discipline, and enforced systematic study."

It becomes evident from an examination of the records referred to above that the inability of the pupils to keep up with the work of the regular grades was not of sudden origin. As far back as the kindergarten and first grade these boys began to repeat grades. Among the white boys the loss of time amounts to well over four hundred pupil-terms of five months, or more than the normal length of the elementary school life of over twenty-five children. For the negro boys it represents more than the average elementary school life of over nine children. The most obvious means of eliminating this rather large amount of repetition of grades seems to lie in an adjustment of the curriculum to more nearly accord with the abilities and interests of this particular type of boy.

7. Board of Public Education, School District of Philadelphia. Division of Educational Research and Results. Report for the Year Ending June 30, 1927, p. 91.

8. Slawson, John. The Delinquent Boy. Boston: Richard G. Badger, 1926, pp. 191-192.

9. Snedden, David S. Administration and Educational Work of American Juvenile Reform Schools. New York: Teachers College, Columbia University, Contributions to Education, No. 12, 1907, p. 57.

In view of the facts mentioned above, and in addition thereto, the tendency of these boys to be truants (52.5 per cent. of the white boys and 41.0 per cent. of the negro boys admitted to the school during the year 1926-1927 having been so charged), and also because the boys, while in attendance in the regular school, have repeatedly shown an inability or lack of desire to conform, as evidenced by disorder, defiance of classroom authority, impertinence, temper trantrums, and other forms of offences in the classroom, a disciplinary school should take cognizance of these *facts* and disregard tradition in matters of organization. The opening of the Boone School in September, 1927, offered an opportunity to introduce some features that may be of value in handling the behavior-problem boy. Unlike the regular schools the curriculum is predominantly non-academic. Forty to sixty per cent. of each pupil's time is devoted to a particular activity, largely of his own selection. He has a choice of elementary industrial arts, including pottery and rug weaving; woodwork and cabinet-making, automobile mechanics, printing, tailoring, or sheet metal work. The only limitations placed on the choice made are intelligence and physical development. Boys with low intelligence are not permitted to choose activities requiring greater intelligence than they possess. Nor are the smaller boys allowed to enter shops necessitating the exercise of more strength than they have at their command. These limitations do not present great obstacles nor cause discontent among the boys. During the first two weeks, or more, of the boys' life at the school, they attend the vestibule class, during which time they receive a psychological examination, educational tests to determine their grade standing, and are made acquainted with the activities of the school. In addition they meet a friend in the counselor who attempts to discover any latent interests and aptitudes they possess, and who also " steers " them in their selection of an appropriate shop activity.

Once placed in a shop group they are not left to sink or swim. At the end of each term, or sooner if occasion demands, they are shifted to another group if they give evidence of an inability to make progress. When satisfactorily placed they may remain in that particular activity as long as they can profit by participation in it.

Additional activities consist of physical education where the emphasis is on the less formal exercises such as games; music that is not do-re-me, but group singing of songs that appeal; library work, in which the boys may bring their own books or borrow books donated by other boys, as well as books supplied by the school. The formal subjects of the curriculum are made as informal as possible. This has been developed most in the social studies by the use of motion pictures, every class being scheduled to see a picture each week.

While most of the boys have in the past remained in the disciplinary school until released by the compulsory school laws, there are a few who do conform, and who should be given an opportunity to return to their regular schools if they so desire. To take care of this particular group a restoration class was established when the Boone School opened. The boys composing this group are candidates for return to regular grades, and consequently must give evidence of an ability to conform to regular classroom procedure. Shop activities are reduced to a minimum and the curriculum of the regular school reproduced as closely as possible. The boys must not only do as much work per day as is required in the grade schools, but must make up the grade work lost while spending the major portion of their days in a shop activity.

The Boone School, as organized, has not been in operation a sufficient length of time to make possible a study of the results, if any, of the curriculum adjustments. Sufficient time must be afforded the boys to pass out of school life and attempt, at least, to make an adjustment to the social morés. One measure of the success of the school will be the ability of the boys who have come under its influence to make a success of life, in the sense of being economically self-supporting, and of developing and maintaining socially acceptable behavior-patterns.

To summarize briefly: A study of the intellectual and educational development of behavior-problem boys indicates the need of a curriculum radically different from the traditional type found in most schools today. There is little known as to what should be substituted in the place of the curriculum being discarded. Slawson, as indicated above, offers a lead that may well be followed. Once a program has been established, it should not be accepted as final. There should be constant study of the value of the curriculum offered. The effectiveness and adequacy of work of a disciplinary school may be measured, in part at least, by a continuous study of the after-careers of the product turned out by the school. Upon the findings of such a study modifications and adjustments of the curriculum should be based. Repeated reorganization of the school will thus make ever increasing provision for the types of activities that will serve to accomplish the purposes of the school. The ability of the pupils to make socially acceptable adjustments to their environments is, in the last analysis, the ultimate function of the school.

Personal and Professional

FRANK LOVELAND, Jr., Massachusetts Department of Correction, is rendering inestimable service to education and the home by an up-to-date canvass of the pre-prison record of criminals under twenty-five years of age in Massachusetts. He is not trying to prove anything or disprove anything. He seeks the truth and presents it clearly.

FRANCIS PARKMAN, history department of Harvard University, accepts the principalship of St. Mark's School, Southboro, Massachusetts, one of the leading boys' boarding schools of New England. Professor Parkman's father, Henry Parkman, was one of the eminent leaders in public life, and his brother, Henry Parkman, is a notable leader in public service in Boston and in state official activities.

WALTER L. HERVEY, Ph.D., member of the Board of Examiners, New York City, has rounded out thirty-two years on the most important protective service connected with the school system by the production of "Junior Literature," Books One, Two, Three, and Four (Longmans, Green and Company).

Dr. Hervey had a wide experience as a successful superintendent in Malden, Massachusetts; Elmira and Auburn, New York, before joining the faculty of Teachers College, from which position he entered the city service.

"Junior Literature" is the harvesting of a rare experience in achievement in the leadership of students.

E. M. CARTER, secretary and treasurer of the Missouri State Association, has been unanimously elected for twenty years. We wonder if there has been any parallel to this service. Mr. Carter has met the opportunity with high efficiency.

ORWIN BRADFORD GRIFFIN, superintendent of Litchfield, Connecticut, who has succeeded R. Stewart Eston as superintendent, Litchfield, is the creator of the "Litchfield Co-ordinator."

H. P. SHEPHERD, superintendent of Knoxville, was elected president of the Tennessee Public School Officers Association, which intensifies state appreciation of his professional and progressive leadership.

MISS BEATRICE WINSER, who succeeds John Cotton Dana as librarian of the public library of Newark, was his associate since 1904. Mr. Dana had a rare personality with unparalleled vision in the use of a library. In the announcement of her appointment the trustees say: "Miss Winser knows of all Mr. Dana's ambitions. She has seen the commencement of his quarter of a century of work for the people of Newark. She has carried out the details of much of it for him. Through all the years of Miss Winser's service she has paralleled Mr. Dana's ability to command loyal service. . . . Like Mr. Dana she has aroused enthusiasm and devotion."

MISS MARY FLOYD, librarian of the Kentucky Teachers College at Richmond, is the scholastic and professional leader in making the college library of 30,000 volumes useful and keeping it alive and forceful by the selection of six thousand dollars' worth of new books annually. Her creation of a children's library of 3,000 books, and the skill with which little children learn to use these books for learning and leisure, is a noble civic and educative achievement.

DR. ANDREW M. SOULE, president of Georgia Agricultural College, Athens, who has rare genius for achievement in providing boys and girls from the farm with unsurpassed advantages in education at almost negligible cost, has added to the campus equipment a physical education building for the young women which has every comfort and luxury that young men have in any agricultural institution in the country.

CARL A. GARDNER, whose eight years high school principalship at Fort Worth, Texas, have made him an outstanding factor in the community, is in New York University, teaching and studying for a doctorate in philosophy, and is president of the Southern Club of the University.

CHARLES S. CLARK of Somerville, Massachusetts, one of the city's remarkable superintendents in the last sixty years, died suddenly on January 29. He met with a serious accident, falling on an icy sidewalk a few years ago, from which he never fully recovered. He achieved almost miraculous professional results in Somerville with almost unparalleled obstacles. Few cities have had two superintendents as deeply beloved by the principals and teachers as were Joshua H. Davis and Gordon A. Southworth, each of whom revered the civic and educational stability which their day had inherited. In a short term of service Clarence Meleny injected modernism into the system too heroically for peaceful progress, and there has been no greater achievement than that of Charles S. Clark, who ultimately had as modern a school system as any city in the state.

They Say

S. MONROE GRAVES, superintendent, Wellesley, Mass.:—

"Classroom instruction as today carried on by the regular public school teacher in Massachusetts is highly skilled, and compares favorably with the instruction given by the elite of the teaching corps of any European country."

DR. FRANKLIN BOBBITT, professor of school administration, University of Chicago:—

"Theses presented by candidates for the degree of master of arts are marred by an incredible number of blunders in English—sometimes as many as two thousand in a single thesis."

CHANCELLOR CHESTER S. LORD:—

"Newspapers are giving at least five times as much space to educational topics as they did twenty-five years ago. This newspaper attention is indisputable proof of vastly increased public interest in education."

DR. OWEN R. LOVEJOY, secretary, Children's Aid Society:—

"It seems a curious contradiction that at the very moment when science is giving such intensive study to the culture of the individual child, industry and commerce continue to feed children wholesale into the hoppers of our wage-earning national expansion."

SIR JAMES M. BARRIE:—

"Nothing is really work unless you would rather be doing something else."

OWEN D. YOUNG:—

"The American business man cares less for money than the business man of any other country."

THOMAS E. FINEGAN, Rochester, N.Y.:—

"A classroom film is a teacher's aid. It is not a substitute for other agencies. It is not to take the place of a textbook or other printed material. It is not to be used where a still picture may illustrate the point as well as a motion picture. Above all, a motion picture should never be regarded as a substitute for the teacher."

ARTHUR DEAN:—

"Children who are 'don'ted' to death get ready for the worst. In self-defence they may lie. In their isolation they cry. In starting a tantrum they attempt to avoid the issue. The 'don'ts' paralyze.

"Imagine road signs reading: 'Do not Take This Road to Smith's Corner,' 'Do Not Go Over, Under, or Around this Bridge.' How much touring would we do? Children, like tourists, do not need to be told where not to go. All they need is to be told when, where and how to go."

McHENRY MITCHELL, author of "Applied Arithmetic Essentials":—

"No argument is needed to prove that arithmetic is more necessary now than it ever was. As commerce increases, the need for calculation and for record-keeping increases with it."

GEORGE EASTMAN:—

"To seek friendship is commendable; to find it is fortunate; but to be in need of it is weakness."

WILLIAM LYON PHELPS:—

"What parents need is vital, ardent, unaffected religion, expressed not in sanctimonious stock phrases, which disgust any healthy boy or girl, but in mental attitude and daily conduct. The first fruit of religion should show itself in consideration and respect for another's personality, even if that other should happen to be your own child."

RUDYARD KIPLING:—

"Very few men are more than sixteen years old when it comes to a pinch."

M. G. CLARK, superintendent, Sioux City, Iowa:—

"It is largely the teachers that will guarantee, through their disciples, that Americans are men of their word, that our nation is a nation of honor and that our honor demands of us that we fulfill our obligations. In the one-room school, in the city school system, in the college and the university, the teacher is an influential motivating factor. He wields an influence that will eventually mould the peace-participation of America."

GEORGE JEAN NATHAN:—

"The European regards music as a pleasure. The American looks upon it as a course in education. Go to a symphony in Europe and you'll see the house listening. Go to one here and you'll see half the house making notes and the other half waiting to explain something or other in the composition to its companion in the next seat."

SIR HENRY HADOW, vice-chancellor of Sheffield University, England:—

"There are three ages of man. The first is the age of observation, when you find out what things there are in the world. The second is the age of selection, when you find out what is your particular gift; and the third is the age of concentration, when you carry that gift into action."

Everyday Life in Russia

(Tenth Article)

By L. H. PUTNEY*

While the state encourages child-bearing by allowing prospective-mother workers liberal vacations with full pay before and after confinement, as well as by providing crèches in the shops and factories where they may leave their babies during the working day and by permitting them to take time off every four hours to nurse the infants, it also legalizes birth control. Any woman who finds herself pregnant is free to go to a government hospital for an abortion, although, paradoxical as it may seem, the latter is discouraged. If an unmarried girl becomes a mother, no odium is attached to her. If the father of her child can be proved, he is required to contribute to its support; if not, the government will rear it in one of the many homes for children which are scattered all over the country. In this connection let me say that families are kept intact in the U. S. S. R., just as they are in other parts of the civilized world, but that more protection is thrown around the children than is frequently the case in other countries. A number of educated Russians whom I met asked me how Americans could call themselves Christians in view of the unchristianlike attitude they assume toward unmarried mothers. It was a poser, and I pass it on to my readers as something to think about.

One of the early acts of the new government was to unhorse the church. The close relationship which had existed between the Greek Church and the tsarist government may be gauged by the fact that the building occupied by the High Court of All the Russias was connected with that of the Holy Synod by an arched passageway. That much of the wealth of the land must have belonged to the church one is prepared to believe when he has seen the magnificent church edifices that are to be found all over Russia. Never before had I seen on buildings such a lavish display of gold as is in evidence on the domes and interior decorations of these churches. So much of it was on the walls of the old church inside the Fortress of Peter and Paul at Leningrad that the Soviet government actually stripped them and converted the metal into coins.

Perhaps the founders of the Soviet state thought when they took away from the priests all state support and substituted the inscription "Religion is opium for the people" for the ikon set into the wall just outside the Iberian Gate leading to the Red Square in Moscow, that they would break down the common's man's faith. If so, they were blind to the experience of France during her revolution. I do not know what the conditions may have been in tsarist days, but I do know that today the churches are filled with worshipers. In Leningrad one evening at about ten o'clock I slipped into that gem of Russian ecclesiastical architecture, the Church of the Resurrection, and even at that late hour found dozens of persons kneeling in prayer and kissing the ikons. Although committed to atheism, the state tolerates all religions, so you will find in cities like Moscow and Leningrad Greek Catholics, Protestants, Mohammedans, and Buddhists worshiping in the same old way their fathers before them did. And here is another paradox. In the little Dutch house in Leningrad where Peter the Great lived while his capital was being constructed on the marshes of the Neva, Greek priests recite daily their liturgy in what was Peter's dining room, and this in a Soviet museum!

A Greek Church bears little resemblance to a Roman Catholic church. To begin with, there is no altar and no pulpit. Neither are there any seats. The church proper is just a great open space with walls hung with beautiful religious pictures. Those of Christ, the Virgin Mary, and the saints are known as ikons and are considered holy. Of course, there are no images, for it was the image question which was largely responsible for the split between the eastern and western branches of the original church. Where the altar would be expected there are two great doors, usually covered with gold, that lead into an inner sanctuary. It is there that the priest recites the liturgy, being out of sight of the congregation most of the time. Unlike in a Roman Catholic Church, the liturgy is sung without any instrumental accompaniment, for musical instruments are barred from Greek churches. The service is very impressive, due to the fact that all the worshipers join in the singing.

I shall never forget the service I witnessed at Leningrad in the Kazan Cathedral, which, by the way, is a replica of St. Peter's at Rome. During the entire service a stream of people passed before the ikons implanting kisses on the glass covers. Scattered through the building, and in a long line just outside the main entrance, was a horde of beggars, many of whom evidently had known better days under the tsars, and over in one corner was a priest, who with a half-dozen assistants was doing a thriving business selling tapers. I could not help thinking of the story of Christ and the moneychangers, for the clerical gentleman impressed me as being a better trader than saviour of souls.

According to the Soviet Year Book for 1929, the population of the U. S. S.R. on January first of that year was 153,800,000, fully one-fourth more than that of the United States, and equal to the

*Foreign Representative.

combined populations of Great Britain, France, Germany, and Belgium. Only about one-sixth of these people lived in cities, but right here I must explain that the word *city* has a very different meaning in Russia than with us. As I have said before, Russians are extremely gregarious, and seem to prefer to live huddled together, consequently a large settlement does not necessarily mean either an industrial community or a trading centre. Whenever the life of such a settlement falls within those categories, the place is known as a city; otherwise it is only a village. Many Russian cities can show only a few thousand persons, and on the other hand a considerable number of villages can count their population in tens of thousands.

The total membership of the several trade unions in the U. S. S. R. is less than ten million. This is hard to believe when we remember that they absolutely control the political life of the state. It speaks volumes for the peace-loving instinct of the peasants, and bears out, I think, the theory that the average tiller of the soil cares little who the ruler may be, provided he is permitted to go on living his life just as his fathers did before him. For that reason those who knew Russia under the old régime will find far fewer changes in the life of the villages than in that of the cities. The houses are small and as a rule they are built rather closely together along a single road, which in wet weather resembles the streets of small "black land" towns in Texas. Frequently they are roofed with thatch or sod. Like all houses in Russia, they have double windows with a considerable air space between them. Because the winters are long and hard, chimneys play a prominent part in the construction of the houses.

Although the dwellings in the villages are close to one another, family life is strictly individualistic. In fact, when you compare it with the communal life of the cities, there is almost no similarity. You do not appreciate just how far the townsmen have gone on the road to communism until you visit some of the huge residential buildings in places like Moscow and Leningrad. At the entrance to every such place is a board which contains the names of the occupants of the several rooms or apartments. In front of one residential building in Moscow containing less than seventy rooms, I read the names of no less than fifty-six families. How do they do it? A peep inside tells the story—crowded rooms with common bathrooms and common kitchens. But what a tribute it is to Russian feminine psychology! Try to imagine a half-dozen American housewives preparing dinner for as many separate families in the same kitchen at the same time. The scene would be too dynamic to think of, and yet that and even worse goes on every evening in thousands of buildings in the cities of the U. S. S. R. To be exact, however,

To Soothe Strained Nerves...
and counteract ill effects caused by OVERWORK and BRAIN FAG science devised this most refreshing drink. It adds an unusually delicious tang to any flavor fruit syrup.
You'll enjoy it.
Horsford's Acid Phosphate
D-81-8 AT ALL DRUGGISTS

I must add that the common cook stove has proved too much even for Russian tempers, and as a rule an individual oil stove, the so-called "Primus," has supplanted it. The ultimate goal seems to be, however, community kitchens, so as to enable the housewife to devote her time to things of more importance to society than the preparation of meals.

I never tired of watching the people shop. Not far from my hotel in Moscow was a street where hundreds of food venders had their stands. From early morning until late at night this street was crowded with shoppers, who almost without exception carried the long, narrow basket which is as characteristic of Russian town life as is the "Boston bag" of New England. I have seen queues reaching a block or more down the street from some shop where bread or other restricted articles were being sold, and every person in the line had one of these bags into which she slipped her purchases. Another feature of this street marketing that interested me greatly was the paper sacks used for wrapping the purchases. As a rule the inside of them was covered with rows of typed or written figures and memoranda, showing conclusively that the paper had already done service in some government office. This bears silent testimony to the extremes to which Russia is going to overcome the shortage of essentials.

(To be continued February 24)

A Teacher's Soliloquy

By ARTHUR DEAN

In front of me sit forty children; forty different minds which must be pulled down, up, crossways and edgeways to fit my mind, the mind of their books, and the mind laid down in the curriculum. Forty little bodies bred from an ancestry of forty thousand, each with its peculiar strengths and weaknesses. Forty little souls, every one of them equal in the eyes of God, without reference to the bodies which hold them or the minds which control them. Forty little men and women of tomorrow who will be artists, singers, writers, doctors, lawyers, dentists, plumbers, home-makers, mothers, fathers, carpenters, bricklayers and what-not.

There's a political leader in this bunch in front of me who is going to legislate for effective living and not merely to pass laws of negation.

There's a boy headed for some great industrial corporation which will solve the problem of over-production and still hand out pay envelopes.

There's an artist who will paint some Great Mother and will take as her model the average mother, who, unheralded and unsung, performs her daily tasks.

There's a philosopher who is to solve that riddle of the universe: "Where are we and why?"

There's an inventor who will draw energy out of the air and sea; a singer whose voice will thrill as did Jenny Lind's; a Madam Curie who will explain the sources and control of now unknown forces; a Solvay who will obtain vast qualities of energy from foliage and waste wood; a Burbank who will discover ways of using present non-edible products of nature.

And here they are in front of me — one is looking out of the window — is he seeing a robin in a tree, or an aeroplane, or is he dreaming? And there's a boy giggling — about what I wonder? And there's a little girl with her head in her book moving her lips rapidly — memorizing her lesson? Ah, I just caught the eye of that red-headed mischief-maker — he turned red, then because I grinned he grinned. Now what's he up to?

Oh dear, and there's that physically afflicted boy half paralyzed from infantile paralysis. What can I do to cheer him up and help him along the way? Physically he is handicapped, mentally he is not.

Then the little fellow third row back. He is always half asleep.

Perhaps his mother has more crullers than sense, so he is physically heavy and mentally asleep.

There's little Eunice who can't keep back the tears when she gets less than a hundred. And Michael whose single aim is a job on the police force. And little Isaac, whose ancestral struggles to reach our shores have somehow passed into the very vitals of this little chap. Why is his ambition so much greater than that of nice William, who comes from native stock?

Oh yes, here's a note from the principal: "To the Teachers of the Roosevelt School: In three weeks a city-wide examination will be given to all the children of your grade. It is my earnest desire that the children of this school do as well as, if not better than, the children of the other schools in the city. I am therefore requesting that you conscientiously drill your children on those questions which you think are likely to come up in the examination.

"Please put your signature on this notice as evidence that you have read it and are ready to follow instructions."

Thereupon teacher turns the handle of the mixing trough and in goes Michael, Eunice, Isaac, Willie — everybody. All the prospective artists, chemists, naturalists, scientists and statesmen — and for good measure teacher throws in her dreams.

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CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

The Mourning Dove—I

Chibivick was only a little maiden in the tepee of the Sioux Indians many, many years ago. Her eyes were very dark and her long black braids of hair fell nearly to her hips. No one in all the lodges was more skillful with the bone needle in sewing deerskins into warm clothing for the braves or in pounding the dried fruits and grains for the huge earthen pot that stood simmering at all times over the tepee fire. In addition to being skillful with her fingers in all needful things, Chibivick was very beautiful in spirit, and very eager to learn more and more about the spiritland.

On the long marches to the hunting ground she would leave the long file of Indians to pluck a violet from beside a stone. Carrying the lovely flower to a medicine man she would say: "Who made this flower?" The medicine man would grunt and say: "I do not know, nor do I care," but always in spite of his calm face and calmer words Chibivick would see him steal an inquiring glance at her flower as though her question had aroused within him a greater interest then he would admit.

Instead of being discouraged at such answers, the maiden would think within herself as she studied the flower: "Do I not take pretty feathers and put them together to brighten the garments of my father and brothers? Is not this violet a decoration on the garment of someone I cannot see. Maybe if I watch closely, sometime I may see the beautiful fingers of the Lovely One, sewing the petals of the flowers in place or fastening the flower itself on His great green robe!"

In the evening, when the tribe encamped on some high spot, Chibivick would stand and look with wondering eyes at the western skies, marveling at the color that ran like a prairie fire along the earth's rim. "Father," she would say to another medicine man, "Who made the evening sky so beautiful?" As before the invariable answer was a grunt and the reply, "Who knows who made the sunset fires?"

At such times Chibivick would lift up her beautiful eyes and try to see some friendly face smiling at her in the sky. "Do I not bend over the twigs," she would say to herself, "and rubbing swiftly stick on stick, bring beautiful warming fire into the air? Is there not beautiful warming fire there in the west? Then, must there not be bending above it, someone who rubs stick on stick until the fire burns even as mine does?"

But always the lovely eyes of Chibivick searched in vain, though at times, as clouds formed overhead, her heart throbbed in her breast as she fancied she saw the robes of the Sky One floating down as though from majestic shoulders.

(To Be Continued.)

The Mourning Dove—II

In the calm early morning Chibivick would come to her tepee door and listen to the near-by song of the meadow lark.

"Father," she would say to the medicine man, "who made the song of the meadow lark?"

"Who? Who?" would growl the medicine man. "It is always 'Who? Who?' that falls from your lips. Is it not enough, my daughter, that you hear the song without always asking for the name of Him who made it?"

Chibivick would shrink away at the angry tone of the old man's voice, but her ears would listen and listen for the voice of another, "for," she would say to herself, "sometimes I rattle the dried pods of the tumbleweed together and make sweet music, and sometimes my father beats on the drum and mighty songs come forth. Is not the bird the plaything in the hands of someone who enjoys music as my father and I do, and may it not happen that, if I listen, I shall hear the owner of the meadow lark laugh happily at the sound his toy makes?"

But ever the ears of Chibivick were disappointed, although now and then as she listened she heard what she thought to be happy laughter, but which the olders told her was only the strong wind on the grasses of the prairie land. And so, day after day, Chibivick watched and listened and asked questions, until, at last, the medicine men became angry with her, because they saw that the other children had begun, also, to watch and listen and ask questions that they could not answer.

At last, calling Chibivick aside, the chief of the medicine men said: "You must not ask such questions any more. No one knows the answer to any that you ask! The Great Spirit is displeased with you because you are always prying into His secrets. The Great Spirit is afraid some day you will see Him and He does not wish to be seen; He has spoken to us medicine men and told us to speak to you and warn you against trying to find Him the way you do. Be careful, therefore, and cease questioning, otherwise great harm will come to you."

Poor little Chibivick was terribly frightened at what she heard. She buried her face in her hands and wept and, therefore, did not see the smile that passed from face to face as the medicine men winked at one another. From that day forth Chibivick asked no more questions with her tongue, though her heart was full of them.

"What shall I do?" she cried. "My ears are always listening and my eyes are always seeking. If I remain with my people some day I shall surprise the Great Spirit and see Him building His evening fire or stitching at some golden flower as He sews its garments for it, or making a little bird to whistle for him or calling to someone when the thunder rolls and He shakes the earth with His mighty feet. Then sorrow and suffering will come to these people whom I love. Perhaps I should go away—far away before this happens."

(To Be Continued.)

The Mourning Dove—III

The more Chibivick thought, the more convinced she became that this was the only thing for her to do, so one evening she stole off into the gathering dusk towards some willows that made springtime gladness beside a little stream. As she flitted like a little brown shadow over the earth she turned her head just once to see again the blue lodges of her people rising in tiny pyramids against the sky.

Chibivick's heart stopped at what she saw. Far in the west Someone beautiful and mighty, clad in a flaming garment of cloud, bent over what seemed to her to be a huge pile of twigs that lay just under the margin of the sky. Glittering white hands, almost like rays of light, went swiftly back and forth pressing two dark twigs together. Almost instantly the twigs glowed, then burst into flames and the flames spread, until the sunset fires were lighted and flashed up with a mighty glory of golden flame.

Chibivick pressed her hands to her bosom and cried out: "Oh, Lovely One, Who are you and where do you live that I may go to you?"

As she spoke the Lovely One turned His great calm face towards the little

girl and smiled. The old earth brightened at the smile. Then the Lovely One spoke.

"Little One," He said, "your question has been answered. You have now seen me, but not yet can you come to me. Behold, you have a work to do. Go, little one, into all the countries of the world, wherever men have ears to hear and ask the same question that you asked here in this prairie land. Hide yourself away in the grasses of the northland, in the willows of the wide prairie, in the forests of the far south, but let your voice go forth, an eternal question, leading the minds of men to wonder at the things they see."

Instantly Chibivick felt herself being changed. Wings took the place of arms across her breast;—her deerskin jacket became a fawn-colored cloak of feathers. Suddenly she darted up from the long grasses, no longer a maiden, but a beautiful mourning dove.

That is why, wherever you go, in every country of the world, in the early dawn and all day long and after night has come you will hear Chibivick, hidden somewhere near at hand, asking her plaintive question, always with a fear in her heart lest you will not listen,—"Who? Who? Whooooo?"

Ho-ho-cum, the Forgotten Ones —I

(A story of the Pima Indians)

Little Paqua, thirteen years of age, was a Pima maiden living many, many moons ago on the great Arizona desert. Her eyes were like two sparkling bits of black lava and her hair, as dark and beautiful as night, glittered just over her forehead with a piece of rose quartz that she had fastened there as though it were a star. Paqua was a most peculiar name to be given to such a lovely maiden, for it meant nothing less than little frog.

Paqua was so named because she was forever squatting down before some toddling youngster, wiping weeping eyes, or mending hurt feelings or soothing frightened hearts or caring for trembling little bodies that in some way or other had been injured.

"Whenever we see her," said an ancient squaw, "she is squatting somewhere just like Paqua, the little frog." From that moment her real name, "Star in Her Hair," was forgotten, and she became Paqua to all who knew her.

On the day this story opens Paqua was not squatting in her usual fashion. Instead she was seated flat on the hot desert sand, in the shadow of her father's adobe wall, plaiting sandals out of dried yucca leaves, but as she toiled, she lifted her hands to her eyes to brush away the tears that dimmed her vision.

"Today they took Little Sun on the Sand away to the high hilltop," she sobbed half to herself, "and yesterday they took Morning Mist and the day before they took Eagle Feather, and Red Clay is dying and will soon be buried on the hilltop with all the others. Soon there will be no little children left for me to love. All will be dead of the black disease and the Pueblo will be a sad and silent place." Just at that moment two braves came out of a doorway bearing Red Clay between them. The little one was wrapped in the cotton garment of the dead. Very softly Paqua laid her half-finished sandal aside and followed where the braves led. A half mile away was the hilltop where, at last, they stopped to lay little Red Clay by the sides of the playmates who had gone before him.

When the braves had finished their sad work and turned back to the village Paqua lingered. There seemed to be more comfort for her there close to the graves of the little ones. She seated herself wearily in the shade of a huge barrel cactus and folded her hands wearily in her lap and closed her eyes. Suddenly she trembled and raised her head. A green lizard had run lightly onto her folded hands and stood with head raised looking intently at her.

(To Be Continued.)

Ho-ho-cum, the Forgotten Ones —II

"Paqua," said a voice that seemed to rise from the lizard, "why is your heart so heavy?"

"Who are you?" cried Paqua in alarm.

"Do not fear," said the lizard. "I am Jewerta Makai, the great Earth Magician, taking this form to be of service to one so gentle and so good as you."

"Oh, Jewerta Makai," cried Paqua, "give me back my little ones."

"No, no, that I cannot do," said the Earth Magician.

"Then destroy the black plague that takes our children from us."

"I would gladly do that," cried the magician, "but the time for that has not yet come."

"Then, O Jewerta Makai, bring the Happy Land close to our village that we may hear the laughter of the little ones, even though we cannot clasp them in our arms."

The Earth Magician laughed a clear silvery laugh at Paqua's words. "O little one," he said, "I shall do something better far than that. Tomorrow the spring rains will begin. See the storm heads are rising above the distant hills. When the first rain has fallen come again to this place. You shall see then, all about you, the happy faces of Ho-ho-cum, the forgotten ones."

With the last word the lizard scampered down from the folded hands of Paqua and ran swiftly into a hole under the roots of the huge cactus. Paqua rubbed her eyes and looked about, then she smiled and rose up and went back to her village. Even as she went the storm heads gathered about the distant peaks and the mutter of the thunder came to her like the distant voice of Jewerta Makai. For three long days the streams of the rain fell over all the desert. On the fourth day Paqua pulled her shawl about her shoulders and went towards the distant hill.

At the foot of the hill Paqua paused and cried out in her joy. Everywhere she looked ran the glory of flowers fairer than any she had ever seen. In the perky, saucy face of the owl's clover she saw her brother, little Sun on the Sand, grinning up at her; in the sweetness of the wild rose she saw Morning Mist rubbing the sleep out of her gentle eyes; in the strength and beauty of the Paint Brush she saw the manly little form of Red Clay whom she missed so much, and there was Blue Larkspur, looking for all the world like Eagle Feather, standing straight and tall as only he used to stand when she spoke to him of the Great Spirit.

As Paqua approached, the happy host of little loved ones seemed to clap their hands and dance a beautiful rhythmic dance of merriment.

Just when Paqua's heart was so full of happiness that it hurt, a little green lizard ran swiftly out of a hole beneath the barrel cactus and lifted up its head and looked at her.

"Oh, Jewerta Makai," cried Paqua, "I thank you, I thank you for all you have done for us. Now our babies will always be very near us and will never more be Ho-ho-cum, the forgotten ones."

Paqua lived a long and useful life. When she died she was laid, at her request, among the children.

The next spring word spread in the village of a new and beautiful flower that had come into the desert. The ancient ones went out to look at it. Tall and straight and beautiful and full of gentleness and strength, it lifted up its exquisitely modeled cup to the turquoise sky.

"It is Paqua," cried the ancient ones. "See how it tells us of all the beautiful things of Paqua's spirit!"

White men, who know nothing of the origin of this flower, gaze upon it with wondering eyes. "It is so pure and beautiful," they say. "It is the Mariposa lily, the most lovely and most fragrant of all the desert blooms."

EDUCATION IN ACTION

North Carolina College To Repeat Rolling School

Its second "summer school on wheels" is planned by Catawba College in Salisbury, N. C., for 1930. College officials said the first venture, made last summer, was successful. It is believed that it was the first school of its type in the country. M. R. Hoke, the president, said that next year the school would tour the country in especially built buses. Enrollment will be limited to sixty students, he said. The trip last summer was to the Pacific Coast by the central route. The party returned along a southern route. The school covered 8,500 miles. Fifteen buses, including diners, sleepers, truck and pilot cars, conveyed the students and faculty of three professors, who taught classes at scheduled intervals daily.

High School Boys Form Sobriety Club

A newspaper written and edited by high school students, intended for national circulation and dedicated to the work of increasing respect for the prohibition law among young people, has made its initial appearance in Mankato, Minn. It is believed to be the first publication of this type in the United States. The paper, called the Student American, is the organ of the Student Sobriety Society, a temperance club for high school boys, that last year grew from a local organization of one chapter and forty-nine members to a national club of eighteen chapters and 355 members, with members-at-large in five states and the District of Columbia. A statement in the first edition of the paper defines its purpose as threefold: to provide publicity for the Student Sobriety Society, to develop a new fact service in defence of the Eighteenth Amendment, and to provide a small revenue to carry on the purposes of the Student Sobriety Society.

New Teachers Must Be Single

Married women will in the future be banned from teaching in Somerville, Mass., schools as a result of the action of the school committee holding its first business session under the new administration. The new ruling becomes effective immediately. No teacher employed in the schools at the present time will be affected, however. It was also voted to make an educational survey of the school system. Two members of the school committee and the mayor would make the investigation.

Lazy Students Pay To Repeat Course

High school students of Grand Junction, Colo., who fail in courses, through laziness, will have to pay for the privilege of repeating them, according to a resolution adopted by city schools. A student will have to pay $25 to repeat a full year course, if it is established he failed through laziness or inattention.

Industry Is Aiding Colleges

Industry is awakening to its responsibility of helping to support technical institutions, declared Dr. Samuel W. Stratton, president of the Massachusetts Institute of Technology, in commenting on charges that big business is maintaining a haughty "I know you not" attitude toward education. Dr. Stratton cited instances in which educational departments have been maintained, new departments established and scholarships awarded through the financial support received from business heads. To this extent, he said, industry is fulfilling its obligations in this direction. These, however, are only progressive steps, Dr. Stratton continued. Education and industry are a long way yet from reaching the point where they can obtain the best results from co-operation, he said, and pointed to the taking away of teachers in the schools by industry, as education's strongest complaint against big business. He said it was no secret that the demand for capable instructors was getting far beyond the supply.

School, Run by Blind, Year Old

Boston's smallest trade school, whose entire pay roll and operating expenses will not exceed $2,000 for the first year of its existence, will celebrate its first birthday in February. It is a school where the faculty and student body are blind—where the blind are truly leading the blind. It is the experimental school conducted by a committee from the Massachusetts Association for Promoting the Interests of the Adult Blind. Emil Schoener of Dedham, Mass., who has been blind since an accidental shooting when he was five years old, is "dean" and instructor of the school. Variously employed during his busy life as a masseur, woodworker, and wartime factory worker, he has, while blind, learned all of the courses which he teaches. Not only he, but the more advanced pupils under him, teach the newcomers. Everybody tries to teach. They, even more than any one who can see, know how to teach from the blind man's point of view. Re-stringing of tennis racquets, rush-seating of antique furniture, fancy caning, weaving of florists' baskets, outdoor mats, manufacture of fancy brushes, and textile weaving are among the courses. It is planned to add wrought-iron art work and woodworking as soon as equipment is available.

Junior College Work Praised

Junior colleges are assuming a new role as "terminal" education institutions for students who are not interested in regular college training, according to Dr. Franklin Winslow Johnson, president of Colby College. Dr. Johnson also emphasized the importance of the junior college in popularizing higher education. A less recognized contribution, he said, was that of training those who do not carry their education further. "Judged by results," said Dr. Johnson, "it is apparent that the junior college has shown its ability to prepare students in really significant numbers to continue their education in higher institutions."

Warns of Age Ban For Teaching Jobs

With four applicants for every teaching post and a majority of education employers refusing to hire persons above forty years of age, Clyde R. Miller, director of the bureau of educational service of Teachers College, Columbia University, announced that his department had adopted a fixed policy of discouraging the resignation of teachers of more than thirty-five to complete graduate work. The practice, he said, is widespread, and is prompted by the desire of kindergarten and elementary school workers to prepare themselves for better positions. Mr. Miller said his bureau would continue to recommend employment of competent applicants of all ages, but would warn older teachers against the increasing difficulties of finding positions. A decrease in the demand for teachers, together with an increase in the number of students entering the profession, has resulted in a serious overcrowding, Mr. Miller said. Increased efficiency making for mass education and the decrease in the size of the American home were held responsible for the situation.

Urges Better School Opportunities

Although Massachusetts enjoys front rank in the percentage of children attending school, there still is room for widening the scope of educational opportunities, according to a statement issued by Frank G. Allen, Governor of the state, in recognition of Child Labor Day. "A very good test of a system of compulsory education and child labor law enforcement is the actual amount of school attendance which comes as a result," the statement says. "Massachusetts children attend school longer than the children of any other state, an average of 9.08 years for all children in the state. Perfection is by no means attained as yet, however, and I look forward with hope to the time when the days of childhood, besides being fully protected, will be enriched by every advantage within man's power to give, for there is no doubt that the future welfare and integrity of our Nation depend entirely upon its children. It is upon us that the responsibility is laid to give them every opportunity—educational and protective — that lies within our power."

Columbia Bars Indoor Smoking

Dr. Nicholas Murray Butler, president of Columbia University, has issued an order forbidding smoking in the halls, classrooms and corridors of the university. In private letters to the deans of the various schools and to the heads of the departments of the university Dr. Butler wrote that instances of smoking in the university buildings had been reported to him and that it must be stopped. In calling upon the administrative heads of the institution to stamp out smoking in the academic buildings, Dr. Butler invoked a nineteen-year-old rule of the board of trustees of Columbia College, which students had long regarded as a dead statute and which they had consistently violated. Many professors of the university smoke in the classrooms, even during the class period. Under the rule laid down by the Columbia College trustees and by Dr. Butler, a professor cannot even light a match to his cigarette, cigar or pipe in the privacy of his own office.

Oppose Location Of Girls' College

Alumni, faculty and students of the University of Virginia are uniting in their opposition to the plan for the location of a liberal arts college for women in or near the city of Charlottesville, Va. They are giving their combined support to the plan of the commission of nine which studied the situation and recommended that the college be located at Fredericksburg, Harrisonburg, Lynchburg or Roanoke. University of Virginia authorities desire that the proposed college for women be co-ordinated with the university, as the commission recommends, but they are outspoken in their disapproval of the bill introduced in the Legislature to override the commission and to place the new institution within three miles of Charlottesville.

School Age Raised to 15

The education (school attendance) bill, promised by the government of Great Britain, and read for the first time in the house of commons on December 17, raises from 14 to 15 the age up to which the education of the child is required by law, the change to be effective April 1, 1931. This raising of the school-leaving age by one year involves the providing of an additional teaching staff and schoolrooms and equipment for about 400,000 children and, further, the bill proposes that maintenance allowances reckoned on the basis of need be paid to those parents that are not easily able to do without the child's income for that year. The government estimates that the extra cost, not including Scotland, of putting the bill into effect will be 2,500,000 pounds for teachers, buildings, equipment, etc., and 3,000,000 pounds for maintenance allowances. The national exchequer will bear about 2,100,000 pounds of the former and 1,800,000 pounds or sixty per cent. of the latter; local taxes will provide the remaining amounts. The conditions on which the maintenance allowances will be granted have not yet been formulated. The president of the board expects to call a committee of representatives of the local education authorities to help draw up the regulations. Meanwhile he has stated that the national grant will be limited to 5 shillings or less a week per student and will operate for those between the ages of 14 plus and 15 plus. Regulations will be revised at the end of five years.

Isolated Children To Study by Mail

A correspondence course in the work of the elementary school grades is now being prepared by the Office of Education for children who live so far away from the nearest school that it is impossible for them to attend regular sessions. Children living in lighthouses, on islands far removed from the mainland, or in other isolated places, as well as those who cannot attend school because of physical disability, will thus be enabled to gain a knowledge at least of the three R's. The course is being prepared in cooperation with State Departments of Education, which have already made some attempts to meet this problem. Transportation facilities have been supplied in some places for cripples and for those who live too far away from the school to reach it unaided. The Lighthouse Service employs traveling teachers who make regular rounds of the lighthouses where children are living. But there are many whom these agencies do not reach, and it is for them that the correspondence course, which will be sent at the request of parents wherever the mail goes, is being prepared.

Oil Land Enriches University of Texas

Production of oil on 2,000,000 acres of west Texas formerly valued at 50 cents an acre, has stored up for the University of Texas a permanent fund which at the end of 1929 amounted to $13,877,519, according to official figures. The interest from this fund, averaging 3.55 per cent., is being used for a huge building expansion program. The highest income for one month in 1929 was in January, which yielded $268,579 in oil royalty. If protests had been heeded in 1876 and 1883 the university today would not have this permanent fund. Under a law passed in 1854 the university was to receive 1,000 acres, presumably in the rich agricultural district of central Texas, for each mile of railroad built. When this law was repealed in 1876 the university had to its credit 1,750,000 acres. Instead of granting the land in central Texas, the Legislature carved a block out of west Texas desert and waste land and presented it to the institution. For years

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friends of the university protested against this action, stating that it would leave the university poverty stricken. Then oil was struck, and now the lands are among the most valuable in Texas.

Yale Student Protests Harkness House Gift

The Yale News recently published a protest by Milton Knight, of Toledo, Ohio, a graduate in the Law School, who is the first of the alumni to file objections to the plan of instituting the "house" system at Yale with the aid of the gift of Edward S. Harkness of New York. The present dormitory system, which emphasizes the various classes, Mr. Knight says, is productive of sounder loyalty than can be hoped for under the house system. "Why," he demanded, "if the plan is experimental only, spend $20,000,000 on the experiment? Why destroy the present beauties of the memorial quadrangle by cutting it up so that the clatter of dishes and odor of boiled cabbage may disturb an otherwise pleasant and peaceful environment? Would it not be wiser and more desirable to test out the theories, one at a time, so that when it is found the objects cannot be obtained through artificiality there will be no embarrassment from failure and no excuse for basing the continuation of an undesirable system on the grounds that $20,000,000 of equipment should not lie idle? Personally, I think that the Yale of today, with its unique social system and individuality, even though perfect in no way, is worth more than Mr. Harkness's offer."

Orange Schools Cost $111 a Pupil

The cost of educating a pupil in average daily attendance in Orange, N. J., public schools for the year 1928-29 was $111.58, according to statistics compiled by Superintendent W. Burton Patrick. The figure places Orange second lowest on a list of twenty communities in Essex County. Belleville was lowest with $88.80. Figures for the other three Oranges are: East Orange, $133.31; West Orange, $136.44; South Orange, $170.99.

Educational Ills In Austrian Town

When requesting a betterment of school conditions in their city a deputation from Krems, Austria, informed the minister of education through a special deputation that many school classes held in small rooms number sixty pupils, that some of the classes meet in abandoned stables, are so small and so widely separated from each other that the children are compelled to risk pneumonia while running from one part of the city to another several times each day.

TREND OF THE TIMES

WAR IS A NORMAL STATE for humanity since out of the total of 3,400 known years of world history there have been 3,152 years of local and general wars, Professor Pella, Rumanian delegate to the League of Nations, told members of the International Diplomatic Academy in Paris. From the foregoing figures it was evident, Professor Pella said, that the world had been able to get along with but 248 years of peace.

SUMS TOTALING approximately $1,380,000,000 were advanced by finance companies of the United States during 1929 for automobile purchases, it has been estimated by the American Motorists Association. The sales of approximately 2,940,000 cars, new, used and unclassified, have been handled through these finance companies during the year. About fifty-nine per cent. of this number was new cars, used cars and those in the unclassified group making up the remainder. Last year the number of new cars sold on credit amounted to slightly more than 58 per cent. of the total sales, while the number of used cars dropped to 60.8 per cent. of the total changing hands.

ELEVEN SPECIFIC TASKS have occupied the attention of the National Commission on Law Enforcement and Observance, which was appointed by President Hoover to make a comprehensive survey for the information of Congress. These tasks have been carried on by subcommittees which dealt with the following subjects: Cause of crime; statistics of crime and criminal justice; police; prosecution; courts; penal institutions, probation and parole; prohibition, juvenile delinquency; criminal justice and the foreign-born; lawlessness by governmental law enforcing officers; the cost of crime.

TAX SURVEY and analysis of the nation-wide tax reports of state and municipal governments recently completed by the National Industrial Conference Board showed an increase of $230,000,000 in 1929 over the same fiscal period of 1928. The increase is almost entirely due to the general rise in state and local taxes, as there was a slight decline in those collected by the Federal Government during the past year. The analyzed report shows a total tax receipt of $9,289,000,000 for 1929, as against $9,059,000,000 for 1928.

IF MAN is ultimately to be conquered by the insect world and thrust into an evolutionary oblivion, it will be because he has failed to look upon insects as highly complex chemical organisms. This is the opinion of Dr. Austin H. Clark, distinguished entomologist of the Smithsonian Institution. Dr. Clark has seen the coming of thousands of strange winged creatures something more than a menace to our food supply. He believes the slow rise of the tiny creatures and their apparent ability to spread and multiply despite all man's efforts to the contrary give the first faint sign of a coming age, the age of insects.

LYNCHING will be a lost crime by 1940—something for scientists to study and the rest of us to remember with unbelief—and you can thank, among others, radio, good roads and the gentlemen of the press. So reasons Will W. Alexander, director of the Commission on Inter-Racial Co-operation, reviewing the commission's ten-year war with the mob. "In 1919, when the commission was born, eighty-three persons were lynched," said Alexander. "This year the records show but ten, and those in only five states."

ESKIMOS living cheerfully in Arctic and sub-Arctic Canada are threatened with ultimate extinction by the spread of civilization toward the Arctic Circle, authorities on the Far North predict. Disease and death, brought slowly but surely as the white man advances northward, are creating a menace to the Eskimo which will prove one of the dilemmas of northern development, they say. Totally without immunity to white man's disease, the Eskimo succumbs to ailments which are considered minor misfortunes in the life of almost every white child.

LEAGUE OF NATIONS, in closing the first decade of its existence, has been called upon no less than twelve times to intervene in international disputes involving a score of different nations, any one of which might otherwise have resulted in armed conflict. Aside from justifying its existence in the pacific settlement of disputes leaguers insist equal justification has been attained in three other fields which constitute the fundamental aim of the league's existence, namely, the permanent maintenance of peace.

The BOOK TABLE

NEW MANUAL FOR TEACHERS. By Hollis Dann, New York University. Hollis Dann Music Course. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

Hollis Dann has been in the front rank of public school music in various official and professional capacities, and he went to New York University when Chancellor Brown and Dean Withers brought the university abreast the best university functioning in the country, and he has had much to do with the creation of the present recognition of unifying of all factors in the university in giving its achievement education an unprecedented personality.

"New Manual for Teachers" is the latest thought of Hollis Dann as he has studied the art of achieving definite results in public schools through the humanizing of musical science.

EDUCATION IN THE UNITED STATES. By Edgar W. Knight, the University of North Carolina. Cloth. 588 pages. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

This book fills one of the vital needs of professional education.

Abundant in material, prepared with care, accurate in statement, scientific in arrangement, devoid of propaganda, this book is not likely to have a rival as a professional source book of educational information.

MODERN ALGEBRA. Third Semester Course. By Webster Wells and Walter W. Hart, University of Wisconsin. Cloth. Boston, New York, Chicago: D. C. Heath and Company.

Diagnostic tests, remedial instruction and practice, fractional relationship, optional topics, indicate the modernized spirit which makes the study of algebra as interesting as it is important.

COUNSELING THE COLLEGE STUDENT. A Study with Special Reference to the Liberal Arts College for Women. By Helen D. Bragdon, University of Minnesota. Cloth. Cambridge, Mass.: Harvard University Press.

Few books that have come to our desk in this season of unprecedented output of school books have a significance equal to that of Dr. Helen D. Bragdon's "Counseling the College Student." The Journal of Education has had innumerable references to the opportunities which the dean of men and dean of women have, and to the responsibility which accompanies the opportunity. Several college women have attained high distinction by "Counseling the College Student."

This opportunity and responsibility are better represented in this book of Dr. Helen D. Bragdon than we have ever seen presented elsewhere. It is invaluable as a guide for college professors, as it is for the professional counselor, "the dean."

In the "Background of Counseling Problems" Dr. Bragdon gives a glowing account of her vision of the usefulness of "Counseling the College Student."

"Counsel, as well as guidance, is no newly coined term. It may be employed to deal with the complexities of modern adjustments and maladjustments, but the term carries with it all the dignity of the ages, the wisdom of the prophets, and the lyric praises of the psalmist. In the Bible, counsel and guidance are sometimes used together:—

"'Where no wise guidance is, the people falleth:
But in the multitude of counselors there is safety.'

"The psalmist points out that there is an interchange of help in the counseling process:

"'But it was thou, a man mine equal,
My companion and my familiar friend.
We took sweet counsel together,
We walked in the house of God with the throng.'

"Webster's definition of counsel emphasizes this same idea of interchange: 'an interchange of opinion, mutual advising, deliberation together, consultation.'

"It is this 'interchange' of experience and information, this process of 'deliberation together,' and the problems which demand the use of such a process."

WHOLESOME LIVING SERIES: HEALTH AND SERVICE. 228 pages.

HEALTH AND CONTROL. 299 pages. By Jesse Feiring Williams, M. D., Columbia University, and Theresa Dansdill, North Carolina Tuberculosis Association.

In the Wholesome Living Series health is conceived, apart from heredity, as a condition that exists when one lives finely and well. This concept of health, as related to all individual life—body, mind, and spirit, and to social life in its various forms — is developed throughout the series. The crux of the moral, mental, and physical aspects of life is found, not in any special bit of information, or in any one particular habit, but in the intelligent effort of the individual personally to take charge of his life.

As a teaching problem, either in the home or school, the idea of personally taking charge of one's life is made concrete in the building of habits, the development of skills, and the holding of attitudes. In these days with widespread evidence of the lack of mental health, the positive, dynamic approach is much needed. It should be clear that health is not an end; it is only a means that shall make possible vigorous and abundant life. To overemphasize safety first, to stress unduly the danger of germs, twists and warps the essential purpose of any and all education.

THE YOUNG CITIZEN AT WORK AND PLAY. By Walter B. Pitkin, Columbia University, and Harold F. Hughes, Fresno, California. Cloth. D. Appleton and Company.

This is a book with a purpose rather than moral. This really remarkable book of two hundred pages of guidance and leadership is created with this as the aim.

The will to do is the mainspring of good character. The teacher who shows her pupils what to do has her place in education, as has the one who tells them what to do; but the supreme place is held by the teacher who can so inspire her pupils that, when they know what is good to do, they wish to do it.

Books Received

"Magnetism and Electricity." By Morris Meister.—"English Exercises." By Thomas R. Cook.—"How the World Rides." By Florence C. Fox.—"Art in the Elementary School." By Margaret E. Mathias.—"The Elementary School Library." By William A. King.—"The Junior High School and Its Curriculum." By Philip W. L. Cox. New York City: Charles Scribner's Sons.

"Education and Religion." By Charles Franklin Thwing.—"Seventh Year Mathematics." By E. R. Breslich.—"New Laboratory Experiments in Practical Physics." By N. Henry Black.—"Ancient and Medieval History." By C. J. H. Hayes and P. T. Moon. New York City: The Macmillan Company

"Nursery School Procedure." By Josephine C. Foster and M. L. Matson. New York City: D. Appleton and Company.

"Instructional Tests in Biology." By J. G. Blaisdell. Yonkers-on-Hudson, N. Y.: World Book Company.

"Assembly Songs and Choruses." By R. J. Condon, H. S. Leavitt, and E. W. Newton. Boston, Mass.: Ginn and Company

"Applied Writing." By Perley Isaac Reed. New York City: McGraw-Hill Book Company, Inc.

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"Now, if the drivers only had foresight!"

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"You don't love me!"

"Yes, I do. I love you so much I'm going to let you marry some other man."

Remarkable Town

"But you have only two or three buildings in this new town of yours," remarked the perplexed prospector.

"I know," responded the enthusiastic real estate man, "but just look at our parking space."

Simple Arithmetic

Top Sergeant—"What is a fortification?"

Rookie—"Two twentifications."

Or the Refrigerator

"You hit your husband with a chair? Pray tell me why you did it."

"I did it," sighed the fair lady, "because I could not lift the table."

Do They Ever Work?

Visitor—"Why do you take these magazines? There's nothing in them but serial stories."

Housewife—"Well, the servants get interested in them and stay on just to see how the stories end."

Claude—"Hasn't Mona got on a spiritual dress?"

Brian—"What do you mean, spiritual?"

"Well, there isn't much material about it."

Sensitive Shoes

Colored Rookie— "I'd like to have a new pair of shoes, suh."

Sergeant — "Are your shoes worn out?"

Colored Rookie—"Worn out! Man, the bottoms of mah shoes are so thin Ah can step on a dime and tell whether it's heads or tails!"

Divorce Might Remedy It

Bashful clerk (trying to get up courage enough to ask for a raise)—"Why—er, the fact is that my wife and I find it very hard for two people to live on my salary."

The Boss—"Yeah? Well, just what do you expect me to do—grant you a divorce?"

No Month the Best Month

Single Gent — "What's the best month to get married in?"

Married Person— "Octembruary."

Single Gent—"Why, there's no such month."

Married Person—"I know it."

Valuable Book

"What book has influenced you most?"

"Father's cheque-book."

Sweet and Low

"Rastus, you always remind me o' brown sugar."

"Why is dat, Liza?"

"'Cause you is so sweet and unrefined."

Not Dangerous for Him

Young Husband—"I can't stand this suspense any longer!"

Medical Man—"Calm yourself, my dear sir. I've brought thousands of babies into the world and never lost a father yet."

A Different Game

She—"I heard some one yell 'fowl'; where are the feathers?"

He—"Oh, this game is between two picked teams."

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Criticises Sunday School

The Sunday school is educationally incompetent, the Rev. Dr. Luther A. Weigle of New Haven, dean of the Yale divinity school, said in an address at the Pennsylvania pastors' state convention in Harrisburg, Pa. This remark was made during Dr. Weigle's presentation of the question of religious education under that branch of the platform of the Pennsylvania Council of Churches which was sponsoring the convention. "By co-operating with each other," Dr. Weigle said in referring to the various denominations, "we can make it possible for public school authorities to co-operate with us in forming a religious education program which will be educationally competent. If churches can get over the suspicions which they have of each other, it will be possible for the public schools to co-operate with them in a religious education program, for the public schools are willing to co-operate if they can find any one to co-operate with."

High Schools Gain

The United States Office of Education, through the chief of the division of statistics, Dr. Frank M. Phillips, has just announced publication of the latest statistical report on the public high schools in the United States. The report, it was stated, includes data from 18,116 public high schools. The total enrollment for 1928 is 4,217,313, compared with 3,065,009 in 1922. Reports were received from 13,790 regular high schools of which number 11,555 offered four full years of work. Of the total number of regular high schools, 11,479 follow eight years of elementary school work, 2,272 follow seven years, and thirty-nine follow nine years of elementary school work These schools enrolled 2,256,463 pupils and employed 62,020 teachers in 1928.

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To Reduce Illiteracy

Short courses in reading and writing are being made available as part of an intensive campaign to reduce the number of illiterates in the United States before the census is taken next Spring, according to an announcement by the National Advisory Committee on Illiteracy, of which the Secretary of the Interior, Ray Lyman Wilbur, is chairman. The committee is furnishing to those states that wish it the method of procedure for such a drive and all possible information, that the forthcoming census may show illiteracy so reduced that the Nation will not feel humiliation when its figures are compared with those of England, Germany, Switzerland, Norway, Denmark, Japan, and other countries that now lead it in this respect. Letters to state superintendents and commissioners of education, signed by Secretary Wilbur, have already gone out. They ask these officials and the state educational forces to confer with their governors with a view to the appointment, when such an agency does not already exist, of a state illiteracy committee of not more than twenty members with which the national committee may co-operate.

Russian Refugee Wins Prize

Tatiana Proskouriakoff of Lansdowne, Pa., a Russian refugee, who came to America unable to speak a word of English five years ago, won the John W. White scholarship at the Pennsylvania State College for her sophomore work, announcement of the prize winners by Ralph D. Hetzel, president, revealed. Three John W. White and thirteen Louise Carnegie scholarships are offered annually to leaders of the freshman, sophomore and junior classes. Miss Proskouriakoff prepared for college in a private school near Philadelphia, progressing sufficiently to enter within two years. She is studying architecture at Pennsylvania State.

Fascists Bar Rushes

Class rushes and other general roughhousing are to be banned from Italian universities. The annual "feast of the matriculations," which roughly

corresponds to a freshman-sophomore ruction in America, is this year to be celebrated "in Fascist style." Deputy Roberto Maltini, secretary of the Fascist University groups, has ordered that it be commemorated by open-air meetings, and with set sport programs, instead of the free-for-all that has been the custom. Deputy Maltini's circular to Fascist varsity group secretaries solemnly decrees that they must "remove from the students habits of useless noise-production and bring them back to the taste for good things and to the beauty of strong things."

Will Wait for Observatory

Because the president of the University of Texas would not be satisfied with a $900,000 astronomical observatory for his school, it will wait ten years before getting one. W. J. McDonald left $1,000,000 for an observatory, but court contests over his will reduced the amount to $900,000. Then Harry Yandell Benedict, the university's astronomer-president, said that was not enough. He urged that the bequest be placed on interest. Dr. Benedict was a student of astronomy under Asaph Hall, discoverer of the moons of Mars. For the last twenty-five years he has had a private observatory at his home.

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